

**AN INVESTIGATION OF STUDENTS' ENGLISH PROBLEMS
AND LEARNING STRATEGIES AT DEPARTMENT OF
ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH
SURAKARTA 2020 IN THE ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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**DEPARTMENT OF ENGLISH AND EDUCATION
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APPROVAL

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PUBLICATION ARTICEL

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ACCEPTANCE

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The Researcher

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Amalia Sholehati

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INVESTIGASI MASALAH DALAM BELAJAR BAHASA INGGRIS DAN STRATEGI PEMBELAJARAN PADA MAHASISWA BAHASA INGGRIS SEMESTER 7 DI UNIVERSITAS MUHAMMADIYAH SURAKARTA PADA TAHUN 2020. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Surakarta Tahun 2020.

Abstrak

Tujuan dari penelitian ini adalah (1) untuk menjelaskan permasalahan atau kesulitan yang dihadapi mahasiswa bahasa inggris saat belajar bahasa inggris dan (2) menjelaskan strategi yang digunakan mahasiswa untuk menyelesaikan permasalahan yang mereka hadapi saat belajar bahasa inggris di semester tujuh di fakultas bahasa inggris Universitas Muhammadiyah Surakarta pada tahun 2020. Metode pengumpulan data yang digunakan di penelitian ini yaitu: wawancara. Subjek yang digunakan di penelitian ini yaitu mahasiswa bahasa inggris semester tujuh di Universitas Muhammadiyah Surakarta. Untuk menganalisa data kualitatif, (1) penulis mengikuti prosedur berikut, hasil akhir menunjukkan ada beberapa masalah yang dialami mahasiswa bahasa inggris dalam belajar bahasa inggris yaitu: kesulitan pemahaman materi di kelas mendengarkan, minimnya pemahaman tentang grammar dan kesulitan pada penyusunan kata dalam kalimat, (2) penelitian ini menunjukkan bahwa ada beberapa strategi, seperti: strategi kognitif, strategi metakognitif dan strategi sosial efektif.

Kata kunci: belajar bahasa inggris, masalah dalam bahasa inggris, strategi belajar, strategi kognitif, strategi metakognitif dan strategi sosial efektif.

Abstract

This study aims at describing (1) the problems faced by English Department students in learning English and (2) the learning strategies used by English Department students to cope with English learning problem at the 7th (seventh) semester of English Department of Education Universitas Muhammadiyah Surakarta in 2020 academic year. This study is a descriptive qualitative in which the technique of collecting data is semi structured in depth-interview. The subject of the research is the seventh semester students of Department of English Education at Universitas Muhammadiyah Surakarta. To analyze the qualitative data, the researcher take the following procedure: collecting the data, reducing the data, and verifying the data. The results of this research show that: (1) some problems faced by the students in learning English are: difficulties to understand listening course, lack of understanding in grammar, and difficulties to arrange sentence in structure course, (2) there are some strategies students used namely, cognitive strategies, metacognitive strategies and social-affective strategies.

Keywords: learning English, problem faced by Department of English Education, learning strategies, cognitive strategies, metacognitive strategies and social affective.

1. INTRODUCTION

English is an important language which must be learnt by Indonesian learners for many reasons. The first, most of companies require workers who can speak English, the second, learn English is the ability to communicate with foreigners. This shows the importance of mastering a foreign language, especially English as one introduction to success in education and career (Sinaga, 2010). One of the important reasons for learning English is because English is an international language. To be able to communicate with people with different cultural and state backgrounds, English is the main choice used in communication (Dwi R, 2014). Furthermore, the benefits of learning English are also important considering in this technological era these abilities are needed to be able to communicate digitally as well as through the internet.

Learning strategy is a plan of activities which includes using the methods and utilization of various resources used for learning. Learning strategy are arranged to achieve a goal. Learning strategies include learning methods and techniques. As mentioned by (Pringgowidagda, (2002) in general, strategy is defined as away, technique, battle, or strategy done by a person or group of people to achieve a predetermined goals. According to (Fauziati, (2015) "Language learning strategy is simply referred to as an individuals approach to complete a task. The meaning of the sentence is, in the planning of learning contained the meaning of planning, learning strategies can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. In the process of learning English, a student certainly has experienced a difficulty in learning or practice English.

Problems in learning English are not only found in primary, secondary and higher levels, but until college level. Several studies have proven this on each English language skill. (Irham and Wiyani, 2013) suggest that learning difficulties are conditions when students experience certain obstacles to follow the learning process and achieve optimal learning outcomes.

The researcher reviewed the problems and strategy faced by Department of English Education students with the problem in English learning and classified

the strategies used by students to cope with the problem. It is expected that the findings of this review paper provide good views for the learning of English.

This study is not the first research that investigates the problems and their strategy. There are several researchers, who conducted the similar topic (Randha, (2009) conducted research of learning strategy at University Kebangsaan Malaysia. This research described the history and development of learning strategies in cognitive psychology. The importance in this research is that there is so much more to learning strategy in the form of variables that learners bring and an understanding of these variables will definitely inform the teaching and learning. The holistic picture of the learner and learning that is developing with strategy research is helping educators and researcher redefine the pedagogy employed in the classroom to enhance the teaching-learning process. This research used descriptive qualitative. In this research and now there is an equation that is to find out what the strategy need to be improved again.

2. METHOD

This descriptive qualitative research describes English problems and their learning strategies at Department of English Education in the seventh semester at Universitas Muhammadiyah Surakarta. Therefore, in conducting this research the writer does some types of collecting data and related to descriptive method such as by doing semi structure in depth-interview. The subject of this research is the seventh semester students of Department of English Education. The object of this research is focussed on english problems and learning strategy at Department of English Education at Universitas Muhammadiyah Surakarta 2020.

3. FINDING AND DISSCUSION

This research focuses on the questions in the problems statements, namely: (1) the problems faced by English Department students in learning English at Universitas Muhammadiyah Surakarta, (2) the learning strategies used by English Department students' in coping with their English learning problem. The problems Faced by English Department students in learning English. There are three explicative problems emerge from this research. The problems is: (1) Difficulties to

understand listening course (2) lack of understanding in grammar, (3) difficulties to arrange sentence in structure course.

3.1 The Problems Faced by English Department Students in Learning English

In the verdict of the interview, there is information. It is about Researcher (R), Student (S). The problems faced by English Department students in learning English. There are three explicative problems emerge from this research. The first problems is: (1) difficulties to understand listening course (2) lack of understanding in grammar, (3) difficulties to arrange sentence in structure course. In the research field, the researcher collected the data by doing semi structure in depth- interview.

3.1.1 Difficulties to understand listening course

From the interviewer, students in the listening class while the teacher is explaining the material through audio that the material turns out to be too fast and makes the students feel confused that difficult for them to catch the material. According to Guntur Tarigan (1985:19) listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation, to obtain information, capture content, and understand the meaning of communication that has been conveyed by the speaker through spoken language. The researcher has taken the example of interview with the students with difficulty learning listening skills.

R : What difficulties do you have when learning English?

S : My problems is in the listening course. Because I dont know why I find it difficult to understand or catch sentences quickly when listening class.

R : And explain what the learning strategy used by English Department students in learning English?

S : And my strategy for the difficulty is to listen to the music, news, or some listening excercise in the youtube. Because listening to the music is also oneof my strategy to improve my listening skills.

(Interview conducted on 23th October 2019).

From the answer of interview, in fact listening is sometimes difficult to understand in quick time or not. Especially, when being repeated. However, the strategy for dealing with weakness in listening is to frequently listen to songs, news or practice listening exercise on the internet.

3.1.2 Lack of understanding in Grammar

Grammar is the structure and system of a language, or of languages in general, usually considered to consist of syntax and morphology. Language started by people making sounds which evolved into words, phrases and sentences. The word of grammar has several meaning and many people attempt to explain about grammar. Different experts explain or define the term grammar differently. Harmer (2001:12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language.

R : What difficulties do you have when learning English?

S : I think it yes, because grammar is very challenging, in the early semester or old semester. In a structure course I was also very confused because I didn't quite understand. Most English learners consider grammar to be the most difficult.

R : And explain what the learning strategy used by English Department students in learning English?

S : First, sometimes I will discuss with friends who are more familiar with grammar. Second, I can work around this by using Drilling techniques to do the question stuffing. This technique trains our sensitivity and sense when finding grammar problems. (Interview conducted on 16th November 2019).

3.1.3 Difficulties to arrange sentence in structure course

One of the difficulties students often experience in learning English is structure. Structure is a collection of several constituents of words that make up a sentence. By studying, the structure of English, can distinguish which sentences have the correct constituents or wrong words. In grammatical errors the study of rules for the combination of word into sentences (syntax) and the form (morphology), is central not only speech, but also in writing. Improper use of grammar is

influential to the flow of thoughts. According to Michael Swan (2005) the rules of that show how words are combined, arranged or changed to show certain kinds of meaning.

R : What difficulties do you have when learning English?

S : Language is habit, whereas I learn English as English students learners.

Whereas, my mother tongue is Indonesian language. So, the main problem for me is structure. Because, if we are going to just talk we have to re-organize thinking about what we should talk. Because, what is taught in Indonesia the structure itself has 16 tenses where each tenses can be used at different times and situations and it is difficult for me. When we want to make scientific work or write a job application letter and others in english, writing in English means more highly prioritized means we are right in terms of formal or non-formal writing structure. It is not that, I dont like structure, but in Indonesia learn structure use formulas and I'm very confused because writing has to be neat and tidy.

R : And explain what the learning strategy used by English Department students in learning English?

S : The strategy I used was reading books about the structure meant I hadto find a book that was easy for me to understand.

(Interview conducted on 26th November 2019).

3.2 Students' Learning Strategy

3.2.1 Cognitive Strategy

Based on the data interview the researcher found some strategies used by students and the strategies are sourcing and note taking. Those strategies included into cognitive strategy. Based on data interview the researcher conclude this strategy are used by all of the interviewees in learning listening at DEE at Universitas Muhammadiyah Surakarta. The following extracts help to explain the strategy: "My strategy for the difficulty is to listen to the music, news, or some listening excercise in the youtube and I like to take a note about material in listening. (from interviewee 1)

3.2.2 Social Affective Strategy

Based on the data interview the researcher found some strategies used by students and the strategies are questioning for clarification, cooperation and self-talk ex: asking help from friends about lesson.

These strategies included into social affective strategy. Based on data interview the researcher conclude this strategy are used by all of the interviewees in learning arrange sentence in structure course at DEE at Universitas Muhammadiyah Surakarta. The following extracts help to explain the strategy:

“First, sometimes I will discuss with friends who are more familiar with arrange sentence in structure course. Second, I can work around this by using drilling techniques to do the question stuffing. This technique trains our sensitivity and sense when finding grammar problems”.

(from interviewee 2)

4. CONCLUSION

Based on the research result and discussion the researcher concludes that: Based on the interview the researcher concludes there are some problems that faced by the learn English problems, there are: The first, students have difficulty capturing material in listening skills, because listening skills are identical with to the fast understanding and fast answering the material. The second, students vocabulary problems are limited. The third, grammar is also difficult, sometimes even for the semester above seventh semester also still confused about grammar. Based on the research, the students used the language learning strategy, namely: Metacognitive strategy : Meta cognitive strategies (planning, monitoring, and evaluating). Example: Students pay attention in teacher's explanation. Cognitive Strategies (Resourcing, grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/induction, imagery, auditory representation and making in references). Example: Using gesture, correcting errors in /own or other pronunciation, writing notes, attention in learning media. Affective/social Strategies (Questioning for clarification, cooperation and self-talk). Example: Students discuss with their

pairs about what they get from teacher explanation, asking help from friends about lesson, ask question to friends or teacher.

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